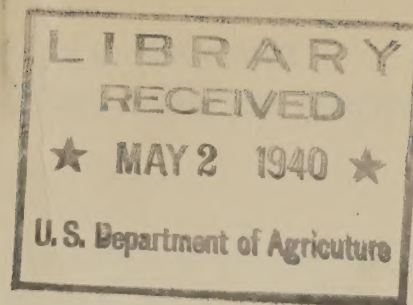
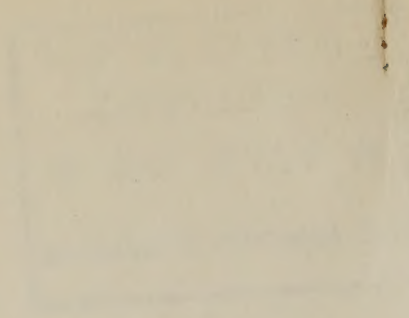


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Supplement



SUPPLEMENT TO  
REPORT OF CONFERENCE OF REGIONAL RR OFFICIALS  
WARDMAN PARK HOTEL  
Washington, D. C.  
September 18-23, 1939



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SUGGESTIONS AS TO WHAT CAN BE DONE TO MAKE  
THE COMMUNITY AND COOPERATIVE SERVICES PROGRAM MORE EFFECTIVE

At the group conference yesterday of Regional Chiefs, Community and Cooperative Services, and members of the Washington staff, very careful consideration was given to the several reports presented to this conference on Thursday, especially the specific report on cooperative activity and those parts of many of the other reports which recognized the need of utilizing the cooperative approach in order to accomplish a maximum in the rehabilitation of families. The practical potential value of community services and other group activities in assisting the low-income farmers of our country to a greater security and self-sufficiency has been recognized by this conference. We believe, however, that before this cooperative instrument of rehabilitation can or will be utilized to a satisfactory degree, a definite action program must be followed in planting the seed of cooperative philosophy into the thinking of FSA personnel and thereby into the lives of the families whom they serve. Obviously, this action program must be a process of education.

It should be recognized that the rehabilitation of low-income farm families is our ultimate and unanimous objective. Group services will realize in full measure their potential contribution to improving the changing pattern of our national agricultural economy only when established to meet needs on the farms and in the homes of our rural families. Satisfactory progress toward the accomplishment of these objectives requires a well-planned, aggressive and continuous program of education.

The ingredients of cooperation, like all ideas and ideals, are such as to require voluntary acceptance by the minds and hearts of individuals before the recognized theory becomes a forceful reality in their lives.

Before we, the personnel of the FSA, can transmit the cooperative philosophy to those whom we serve, it must be a vital part of our own thinking in spirit and in truth.

We believe that the formal and informal expressions at this conference evidence that much progress has been made during the past four years toward the recognition by all our personnel that they each have a part in employing the group approach to our common rehabilitation objectives.

No single technique or approach will suffice. A successful program of cooperative education must utilize a variety and ever increasing number of devices and methods in order to meet our challenge.

We believe that it would be of encouraging and helpful interest to the members of this conference to know more of the various instruments and techniques that have been employed, that are being used and that have been considered by our special group yesterday for the future as means of promoting this cooperative educational program.

The limitations of time obviously have made it impossible for our group to pool and consolidate into a satisfactory report to this conference a complete statement of the varied approaches to this problem which have been tried, in many cases with real results, and which are being projected. We do feel, however, that as representatives of the Community and Cooperative Services Section, we would fall short of our cooperative responsibility if we failed to point out at this conference, before adjournment, the definite direction and paths wherein we believe lies progress toward the answer to the question: How can we promote the necessary program of cooperative education in employing group activity as an aid in the rehabilitation of the low-income farm families of America?



We submit an outline, of necessity hastily prepared and obviously only a skeleton chart, of those techniques which we believe can be and in some cases are being helpfully followed.

## I Training of FSA Personnel in the Philosophy of Cooperation.

### A Group Meeting Training

1. Train leaders to lead discussions in these meetings
2. Historical background of the cooperative movement
3. A study of various types of cooperatives, both in foreign countries and in the United States, and the adaptation of these principles to the solution of many of the problems of the low-income family in American agriculture

### B Visits to Successful Cooperatives

1. Study of their organizational plan
2. Study of their financial structure
3. Study of their management principles
4. Study of membership relations and participation
5. Study of the economic and social benefits of the organization

### C Special Study

1. Summer schools
2. Evening schools
3. Correspondence courses
4. Cooperative literature
5. Special visual instruction

### D General Instructions

1. Washington, regional, state and district offices instructions
2. Frequent contact between the personnel of the Washington, regional, state, district, and county offices for the purpose of discussing various phases of cooperation and outlining their duties and responsibilities in developing group action as a part of a broad Farm Security program

### E Encourage Active Participation in Some Cooperative Group

1. Credit union
2. Consumer cooperative
3. Health cooperative
4. Farmers cooperative, if eligible

### F Attend Meetings of Existing or Contemplated Cooperative Associations

1. Farmers organization, such as Grange, Farm Bureau, Farmers Union, and others
2. Farmers cooperative organizations, such as elevators, gins, creameries, supply companies, etc.



## II Client Training

### A Leadership Training

1. Selection of individuals to be trained as leaders to lead in discussion groups and other group activities
2. Training of potential leaders
  - a. Personal contact
  - b. Group meeting
  - c. Contact with other active cooperative groups
  - d. Field trips for the purpose of observing good farm and home practices
  - e. Provide appropriate literature
  - f. Special educational classes
  - g. Active participation in other agricultural and community activities
  - h. Thorough acquaintance with all phases of the FSA program

### B Group Meetings of Clients

1. Discussion of the economic, social, health, educational, and recreational needs of the group and how they can best be met.
2. Review individual farm and home plans and acquaint the families with the group activity phase of the FSA program.
3. Discuss the techniques and methods that may be used in developing or utilizing group services to meet the needs.
4. Study of the basic principles of cooperative effort by making full use of all available cooperative literature.
5. A study of the organizational plan, financial structure, management principles, and membership responsibilities and whether all these principles have been applied in the group activity proposed to meet the group's needs.
6. Authorize representatives of the group to obtain specific information relative to the service or facility and to obtain such service or facility conforming to recommended standards.

### C Educational Exhibits

1. Community, county, and state fairs, agricultural college exhibits
2. Use of suitable films, slides, charts, and posters
3. Farm and home demonstrations
4. Demonstrations, tours, and visits to other cooperatives
5. Use of facilities of radio and press

### D Group recreational activities such as:

1. Picnics
2. Athletic contests



3. Music
4. Drama
5. Other similar community activities

### III Suggested Aids in Carrying Out the Above Educational Program.

- A May we be permitted to suggest a statement of policy be prepared by the Administrator as to proper evaluation of the group approach to the solution of the rehabilitation problem.
- B Suitable cooperative literature, including books, periodicals, pamphlets, bulletins, leaflets, articles, etc., should be made available in sufficient quantities for FSA personnel and leaders of client groups.
- C Preparation for wide distribution and use of standard specifications and recommendations pertaining to livestock, equipment, supplies, and other services to be purchased with FSA funds.
- D Preparation of material
  1. Educational material in series of instruction lessons for use in group meetings.
  2. Pamphlets explaining the Community and Cooperative Services program of the FSA.
  3. Film strips, slides, charts, posters, and maps.
- E The FSA personnel should acquaint other agencies with the objects, aims, and purpose of the program and solicit their cooperation.
- F Preparation of material for radio programs and releases for the press.

It is hoped that this outline may be helpful in initiating and carrying forward the broad objectives of the general cooperative, educational phases of the program.

We suggest the consideration of the Administrative officials of the Washington and regional offices to the assignment of a well-trained and qualified individual to assume the responsibility of planning and executing a comprehensive, cooperative, educational program.

Respectfully submitted,

M. E. Hays, Region III  
Claude Woolsey, Region VI  
W. A. Anglim, Region IX

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*Committee*

September 22, 1939

On behalf of and as adopted by Chiefs,  
Community and Cooperative Services